

Course analysis (course evaluation)

Course code 1BI047	Course title Pathology	Credits 3
Semester (spring/autumn) Spring	Period 2022-03-14 – 2022-03-24	

Course coordinator Sara Windahl	Examiner Sara Windahl
Teacher in charge of component Sara Windahl	Other participating teachers Malgorzata Parniewska – Responsible for the lab project

Number of registered students during the three-week check 52	Number approved on the last course date 46	Response frequency course valuation survey 61,54%
Other methods for student influence (in addition to concluding course valuation) One meeting was held in Zoom with the Course director, lab responsible person and two of the course council representatives on March 25th.		
Feedback reporting of the course evaluation results to the students Uploaded on the open course site in Canvas 2022-04-14.		

Note that...

The analysis should (together with a summarising quantitative summary of the students' course evaluation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.

The analysis was communicated to the education committee on the following date: 2022-04-14
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1. Description of any conducted changes since the previous course occasion based on the views of former students

- One demonstration video per disease were made and provided for independent study and learning
- Short introductory videos to each disease were made to improve understanding of the context of the histological sections
- Microscopy sessions in the presence of pathologists were provided
- A new seminar/quiz session for histology was introduced to improve learning
- Individual start at exam was introduced to achieve a calmer start of the exam

2. Brief summary of the students' evaluations of the course

We must keep in mind that less than 62% of the class answered the KI survey.

Most of the responding students thought that they developed valuable skills during the course, achieved the intended learning outcomes, that the course structure and methods, and final exam were relevant in relation to the intended learning outcomes.

Strengths:

The students found the subject interesting. Most students found the lectures interesting, clear, and structured. The lab project and in particular Image J was considered a good learning opportunity. The histology videos and microscopy session were considered good and helpful. The newly introduced histology quiz was particularly appreciated.

Suggestions for improvements:***General***

Many students felt that the workload was too heavy and requested that the course is longer.

Lectures and seminars

Repetition between lectures should be cut away. Some students suggested that the PDF-lecture “Cell adaptation, cell injury and cell death” should be given as live or video lecture.

The lab project

The lab project was considered too time-consuming by some students. More information on how to use Excel was requested. Students suggested to exclude the oral examination or replace it with a seminar. Some students did not find the instructions in the compendium clear enough.

The examination

Some students did not want MCQ questions for the second part of the exam.

Summary from “Course evaluation council”***Strengths:******General***

The students found the course very short and in general more intense than other courses. At the same time, they found the content interesting. More time would be appreciated to process all the information.

Lectures and seminars

The lectures were very interesting, clear, and structured. Some lecture PDF could be improved as for details given. More time is needed for the PDF lectures as some students thought that they contain much new information. The summary sheet was considered helpful.

Tissue demonstrations and microcopy sessions

The videos were good and helpful. Zoom was considered better than onsite for the microscopy sessions. The histology quiz was very appreciated and helpful.

The lab project

The students found the lab project interesting but time consuming. They appreciated to learn Image J. Overall the students would appreciate more support. Overall, the students found that they understood the lab project well in the end and the students were generally happy about the oral exam.

The seminar

The students appreciated the seminar and found that the questions were very helpful. It included everything that was needed and was a good recap.

The examination

The students found the first part of the exam as expected, but they perceived that the second part was too difficult. In general, the MCQ and matching questions were appreciated as they gave more time to consider each question and return to them. The time allocated was good. Overall, they enjoyed the final exam.

Suggestions for improvements:

Tissue demonstrations and microcopy sessions

Suggestions:

- Only Zoom for microscopy sessions

The lab project

Suggestions:

- Sort and label the images per group in Canvas
- Add a Crash course in Excel, including how to make graphs
- Possibly add a Q&A board in Canvas where questions can be placed continuously during the lab project and the answers seen by everyone
- Make the report shorter

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course:

In general, the students found the content of the course interesting. Most students appreciated the lectures, lab project, seminars and microscopy videos and sessions.

Suggestions for improvements:

Because many students found the course too extensive for the short time given, it should be considered if it is possible to make changes to decrease the stress without decreasing the quality and quantity of the course content.

4. Course coordinator's conclusions and any suggestions for changes

The students found the course intense. As in many other courses this is common, but the teachers and the Course director find the content of the course reasonable for a course in Higher education and the number of students passing the course in the first attempt is similar to other courses. This year, the results of the final exam were better than previous years.

The students point to the lab project as being the main part of the stress experienced. In order to reduce the stress, the following changes could be made: adjusting the schedule, increasing the information given at the introductory lecture to the lab project, shortening the length of the report and revisiting the compendium.

The students suggested that the information given in the PDF lecture "Cell adaptation, cell injury and cell death" should be given as a lecture. This contrasts with the views provided by previous year's students.

Many students have no experience in using Excel before starting this course. As this is a very common tool in medical sciences, and the instructions given during the course were considered insufficient, it could be considered whether more instructions could be given on how to use Excel.

Before the next course occasion:

We will consider improving the experience of the course and lab project by increasing the information given at the introductory lecture to the lab project, adjusting the schedule and removing the oral examination and replacing it with a seminar and extra questions at the final exam. We will also consider adding more information on how to use Excel. In addition, the deadlines for the lab project report may be moved. We could also consider decreasing the length of the lab report. The lab compendium should be revisited. We will consider how the images for the lab project are organized in Canvas. It could also be considered to add a Q&A board in Canvas where questions could be placed continuously during the course and the answers given by the teachers seen by everyone.

Appendices: KI Survey: "Pathology 1BI047 Spring 2022".